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AN ANALYSIS OF ATTITUDE OF SECONDARY SCHOOL TEACHERS TOWARDS CONTINUOUS COMPREHENSIVE EVALUATION.

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Abstract

Continuous Comprehensive Evaluation (CCE) is the buzz word being in the air since the talks of the examination reforms being given utmost importance as far as the Indian Education System is concerned. According to University Education Commission (1948-49) that, "If we are to suggest a single reform in the system of education then it would be that of examination." The remark was followed by formation of number of committees and commissions. They had given several recommendations after observing the whole education system and were revealed that evaluation is the missing link of our education system. So realizing the importance of continuous comprehensive evaluation as an important criterion of the present study was undertaken by the investigator with the objectives like to study the difference in the attitude of male and female, government and private, CBSE and HPBOSE and rural and urban secondary school teachers towards continuous comprehensive evaluation. As such date was collected from 150 secondary school teachers of Distt. Mandi of Himachal Pradesh through administration of a self-developed tool study the significance of difference between various groups 't' test was applied. The study reports the findings like the male and female, government and private, CBSE and HPBOSE, and rural and urban secondary school teachers do not differ on their attitude towards continuous comprehensive evaluation.

Keywords: *Attitude, Secondary school teachers, continuous comprehensive evaluation.*

INTRODUCTION: Indian Education System expected a number of innovations before and after independence. Our educational system has improved from time to time according to needs and requirements. If we want to sustain the process of development in all its aspects, we have to swim with the global current. For that we have to follow the footprints of highly developed educational system of the world. Our government has attempted to evaluate the standard of education so that it will be helpful in fulfilling the national objectives for this several committees and commissions have been held. They had given several recommendations after observing the whole system of education and revealed that evaluation system is the missing link of our whole education system.

EXAMINATION SYSTEM: The examination system is complex today it is an indispensable part of the educational process as some form of assessment is quite necessary to determine the effectiveness of the dissemination of Knowledge by teachers and tis assimilation by students. According to Dendekar (1968) "The first purpose of any examination is just to rank students in order merit. The advantage of the objective over the traditional examination that is ranks students more accurately."

Now the question arises that whether the examination system serves present day needs or whether it requires to be changed. According to NPE (1986), "IT appears self-evident that the present system of annual examinations will have to be modified since these have contributed to the deterioration in quality.

In the document of UGC< "Examination reform – A Plan of Action" [35], it is expressed that examination have dominated educational process, and external examinations have encouraged selective study and cramming. Examination marks have lacked reliability and validity, and unfair means in the examination have increased tremendously.

Yashpal committee Report (1990), painted out, "Examination focuses on children's ability to reproduce information to the exclusion of ability to apply concepts and information on unfamiliar now problems or simply to think."

Evaluation is the systematic application of social research procedures for assessing the conceptualization, design, implementation and utility of programmes. It helps in acquainting the

learners as well as teachers with the outcomes of their efforts and this in turn may prove a good incentive for keeping them on the teaching-learning track. If the evaluation process is eliminated from human life then perhaps the aim of life may be lost 'the concept of evaluation in education (1963) of NCERT considers evaluation and the process of determine:

- The extent to which an objective is being attained
- The effectiveness of the learning experience provided in the classrooms.
- How well the goals of education have been accomplished.

The concept of continuous and comprehensive education (CCE) has emphasized on learner focused evaluation rather than teacher focused. It aims at all round development of the learner. It is called as continuous because it consists continuity and regularity of assessment during the whole session comprehensive evaluation means assessment of both the scholastic and co-scholastic areas of personality. This CCE is multidimensional as it involves multiple techniques and different persons like teacher, pupil, peer group, parents, community etc. It is helpful in achieving the desired standard of achievement through diagnostic and remediation. It also included the assessment of the contribution of teachers, supervisor and other educational workers in the development of teaching learning process along with evaluation. Thus, on the basis of the gained results it will be possible to modify the teaching methods and advancement of text books. Performance in scholastic area is assessed through oral test, written test, project work and practical test. Assessment of co-scholastic area i.e. social personal qualities is done through observation and interview techniques. Co-curricular activities have also been included in the curriculum. The reporting of this evaluation is done through grading. Principal and teachers of the schools are accountable for the implementation of this system. It is pertinent to collect data about the attitude of the teachers towards this system. The present work aimed to study the attitude of secondary teachers towards continuous comprehensive system.

NEED AND SIGNIFICANCE OF THE STUDY: In the context of modern society, the function of education is not merely to supply some amount of knowledge to the students, but to develop desirable habits, interest attitudes and skills among students. To attain these objectives, we have to provide appropriate learning experiences to the students. The true implementation of this evaluation system depends upon the active participation of the teachers. The performance of the teachers greatly depends upon their attitude. A positive attitude makes the work not only easier but more satisfying also and professionally rewarding. A negative attitude makes the

teaching task harder, tedious and unpleasant. So, the knowledge of the attitude of the teachers will be helpful to the policy makers for the true implementation and to know the success of the system. If same deficiency exists, can be eliminated and this will help in providing quality education to the learners.

REVIEW OF RELATED LITERATURE

National Curriculum Framework (2000) has laid emphasis on continuous and comprehensive evaluation. It talks of exposing students slowly to evaluation system with grading system and suggest different methods of grading scholastic and co-scholastic areas**.**

NCERT (2006) The need for introducing continuous and comprehensive evaluation (CCE) in schools in an effective manner. As the examination conducted by the boards of school education have same shortcomings, greater importance is now given to CCE at the school level.

Biswal (2014) point out that the advent of CCE is a welcome step in the learning process which is going to dominate the school education in the 21st century.

Ramdas and Divya (2007) stated that most of the teachers passes substantial knowledge about the system of grading the teachers have high appreciation for the grading but they do not accept it whole heartedly as most of them are neutral in their attitude towards the implementation of the new system.

Jaiswal (2010) conducted a study of teachers' attitude towards new evaluation system. The findings of the study were that there was a significant difference in the attitude of regular and contractual/Para teachers. Some teachers have negative attitude towards this system due to unsuccessful implementation of this system. The findings revealed that para teachers' had less positive attitude towards this system than regular teachers. The para teachers were untrained for this system. To make the teachers attitude towards this system, it is needed that a proper training should be organized to all the teachers, so that they can understand its various aspects. It had also been found that there was a significant difference between male and female teachers with respect to their attitude towards this system. Observation of their mean values revealed that male teachers had more positive attitude than female teachers. The reason behind this was that the execution of this system needed to have mathematical skill, which is generally lacking in female teachers. So to ensure the active participation of female teachers, it is needed that the procedure should be made somewhat easy to deal with.

OBJECTIVES: The following objectives were achieved in this study:

1. To study the attitude of male and female secondary school teachers towards continuous comprehensive evaluation.
2. To study the attitude of govt. and private secondary school teachers towards continuous comprehensive evaluation.
3. To study the attitude of secondary school teachers belongs to CBSE and HPBOSE towards continuous comprehensive evaluation.
4. To study the attitude of rural and urban secondary school teachers towards continuous comprehensive evaluation.

HYPOTHESES: Hypothesis of the present study were presented in the null form these are as following:

Ho_1 : There is no significant difference between the male and female secondary school teachers with respect to their attitude towards continuous comprehensive evaluation.

Ho_2 : There is no significant difference between the govt. and private secondary school teachers with respect to their attitude towards continuous comprehensive evaluation.

Ho_3 : There is no significant difference between secondary school teachers belongs to CBSE and HPBOSE with respect to their attitude towards continuous comprehensive evaluation.

Ho_4 : There is no significant difference between the rural and ubran secondary school teachers with respect to their attitude towards continuous comprehensive evaluation.

METHOD OF STUDY: Depending upon the objectives of the study, the descriptive survey method of research was used in the present study.

THE SAMPLE: In the present study all secondary school teachers of District Mandi, Himachal Pradesh constituted the population of the study. As such, the sample has been selected through purposive sampling technique. The sample of the present study comprised 150 secondary school teachers of Distt. Mandi, Himachal Pradesh.

TOOL USED: The investigator used a self-developed tool (Attitude scale on CCE) to collect the data. The scale consists of 30 items on the following dimensions:

- Knowledge about CCE
- Attitude towards CCE
- Practice of CCE
- Effect of CCE

STATISTICAL TECHNIQUE USED: For analysis of collected data, the 't' test statistical technique has been applied.

RESULTS

A. Attitude of Male and Female secondary school teachers towards continuous comprehensive evaluation.

The table – 1 represents the data pertaining to the significance of differences in the mean scores of attitude of male and female secondary school teaching towards continuous comprehensive evaluation.

Table – 1: Significance of mean differences on the attitude of male and female secondary school teachers towards continuous comprehensive evaluation.

Gender	N	M	S.D.	SE_D	df	't'	Result
Male	35	84.28	16.95	3.08	148	1.06	N.S.
Female	115	80.99	12.25				

It is evident from the table that the 't' value on the attitude of secondary school teachers is 84.28 and 80.99 respectively. When such scores were subjected to the testing of their significance of difference, the 't' value was found to be 1.06 which is less than the table value of 't'. Therefore, the 't' ratio is found to be no-significant. As such, the hypothesis that there does not exist any significant difference in the attitude of male and female secondary school teachers towards continuous comprehensive evaluation.

B. Attitude of Govt. and Private secondary school teachers towards continuous comprehensive evaluation.

The table – 2 represents the data pertaining to the significance of differences in the mean scores on the attitude of govt. and private secondary school teachers towards continuous comprehensive evaluation.

Table – 2: Significance of mean differences in the attitude of Govt. and Private secondary school teachers towards continuous comprehensive evaluation.

Type of Institution	N	M	S.D.	SE_D	df	't'	Result
Govt. Teachers	60	80.85	15.38	2.36	148	0.63	N.S.
Private Teachers	90	82.36	12.16				

It is found from the table - 2 that the 't' value on the teaching aptitude for govt. and private secondary school teachers came out to be 1.19 as calculated from 't' test which is

less than the table value of 't' . Thus, the obtained 't' value is not significant at both levels of significance. Thus, the null hypothesis $Ho_2$was accepted and it was conclude that the govt. and private secondary school teachers do not differ in their attitude towards continuous comprehensive evaluation.

C. Attitude of teachers belongs to CBSE and HPBOSE towards continuous comprehensive evaluation.

The table – 3 represents the data pertaining to the significance of differences in the mean scores on the attitude of CBSE and HPBOSE towards continuous comprehensive evaluation.

Table – 3: Significance of mean differences in the attitude of CBSE and HPBOSE secondary school teachers towards continuous comprehensive evaluation.

Board of Examination	N	M	S.D.	SE_D	df	't'	Result
HPBOSE Teachers	75	82.14	11.54	2.21	148	0.348	N.S.
CBSE Teachers	75	81.37	15.33				

The table - 3reveals that the data pertaining to the significance of differences in the mean scores on attitude of CBSE and HPBOSE board of examination towards continuous comprehensive evaluation. It is found that the 't' value on attitude of teachers belongs to CBSE board and HPBOSE came out to be 0.348. Thus the 't' value is not significant at both levels of significance. Thus, the null hypothesis $Ho_3$was accepted and it was concluded that the CBSE teachers and HPBOSE teachers' attitude towards continuous comprehensive evaluation do not differ.

D. Attitude of Rural and Urban secondary school teacher towards continuous comprehensive evaluation.

The table – 4 represents the data pertaining to the significance of differences in the mean scores on attitude of rural and urban secondary school teachers towards continuous comprehensive evaluation.

Table – 4: Significance of mean differences in the attitude of Rural and Urban secondary school teachers towards continuous comprehensive evaluation.

Background	N	M	S.D.	SE_D	df	't'	Result
Rural	69	81.91	16.16	2.44	148	0.11	N.S.
Urban	81	81.62	13.31				

It is evident from the table – 4 that the 't' value on attitude of rural and urban secondary school teachers towards continuous comprehensive evaluation came out to be 0.11. As the calculated value of 't' is found to be less than the table value of 't'. Therefore, the calculated 't' value is not significant. Hence, the null hypothesis $Ho_3$is accepted and it was concluded that rural and urban secondary school teachers do not differ in their attitude towards continuous comprehensive evaluation and both teachers have possess same level of attitude towards continuous.

FINDINGS OF THE STUDY: After the careful analysis of the obtained data and interpretation of the results with regard to the objectives and hypotheses of the study, the investigator reached at the following findings.

1. The male and female secondary school teachers' attitude continuous comprehensive evaluation do not differ significantly.
2. The Govt. and Private secondary school teachers' attitude towards continuous comprehensive evaluation do not differ significantly.
3. The CBSE and HPBOSE secondary school teachers' attitude towards continuous comprehensive evaluation do not differ significantly.
4. The attitude rural and urban secondary school teachers' towards continuous comprehensive evaluation do not differ significantly.

It can be concluded from the results that both male and female, govt. and private, HPBOSE and CBSE teachers and rural and urban secondary school teachers' have similar attitude towards continuous comprehensive evaluation.

RECOMMENDATIONS

- Teachers' competency needs to be developed through orientation programmes which helps the teachers and stimulates for action which is essential for successful implementation of any innovation in the field of education.
- More emphasis should be given on continuous comprehensive evaluation of students learning outcomes such an evaluation system, as put in the NCF 2005, places a lot of demandon teacher's time and ability to maintain meticulous records if it is to be meaningfully executed and if it is to have any reliability as assessment.
- There is a need to maintain credibility in assessment so that the teachers perform their functions of providing feedback to the children in a meaningful way.

- To make favourable attitude towards this system. It is needed that a proper training should be organized to the teachers.
- To make proper execution of this system, there is need to have mathematical skill among teachers and that can be promoted through training.
- Teachers should be provided ample material and professional support for implementation of this system.

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